DOCUMENT RESUME

ED 436 736 CS 013 788

AUTHOR Estice, Rose Mary
TITLE Using Patterns of Responding to "Follow the Child."
INSTITUTION Reading Recovery Council of North America, Columbus, OH.
PUB DATE 1997-00-00
NOTE 7p.; This article appears in ED 435 969.
PUB TYPE Guides - Classroom - Teacher (052) -- Journal Articles (080)
JOURNAL CIT Running Record; v9 n2 p1,6-7,12-13 Spr 1997
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; Data Collection; *Early Intervention; Instructional Effectiveness; *Observation; Primary Education; *Reading Difficulties; *Reading Instruction; *Student Needs; *Teacher Role
IDENTIFIERS *Reading Recovery Projects

ABSTRACT

Reading Recovery teachers can determine the child's literacy performance by using patterns of responding, that is, what the child mostly does in reading and writing. The child's performance informs the teaching, and close observation is the key to being able to "follow the child." Observation is central to the idea of following the child. "Following the child" means observing what the child can do, determining what the child needs to learn to do, and providing appropriate learning opportunities. Reading Recovery teachers look for patterns of responding across the lesson to inform their teaching. Running records taken during a lesson provide examples of patterns of responses that inform teaching priorities, in particular the child's processing problems. Detailed analysis of two running records illustrates the process the teacher may go through to determine what the child can do and needs to learn to do: summarize the running record; look for patterns of responding; and provide learning opportunities that will move the child forward in the reading process. Contains 2 running records. (RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 436 736

Using Patterns of Responding to "Follow the Child."

by Rose Mary Estice

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. F. Bussell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CS 013 788

READING RECOVERY COUNCIL OF NORTH AMERICA

The Running Record

A Review of Theory and Practice for Reading Recovery Teachers
Spring 1997 • Volume 9 • No. 2

In This Issue ...

Using Patterns of Responding to "Follow the Child" 1
Teaching and Learning: Our Experience in Reading Recovery 2
Editor's Corner 3
INTERNATIONAL EXPERIENCES
A Taste of Japanese Hospitality . 8
Making Connections across the Pond 8
Manejando, ¡Volando! en el autopista de Sacramento... . . . 11
A Change of Course 14
Volunteers for Reading 14
Descubriendo La Lectura in California 15
What Does Learning to Tap Dance Have in Common with Reading Recovery? 16
Salad Days 17
North American Leadership Academy 17
The Last Word 20

The Running Record

Submission of articles, teaching anecdotes, and poetry are welcome; all submissions will go through a review process. Please enclose a self- addressed, stamped envelope for correspondence. Send submissions to:

Judith C. Neal, Editor
The Running Record
California State University, Fresno
School of Education & Human Development
5005 N. Maple
Fresno, CA 93740
FAX (209) 278-0376
Email judithn@csufresno.edu

Reprinting of *The Running Record* is permitted for official use by Reading Recovery training sites in the execution of their Reading Recovery duties. Reprinting for any other purpose is prohibited without written permission of the Reading Recovery Council of North America.

Using Patterns of Responding to "Follow the Child"

Rose Mary Estice, Clinical Trainer of Teacher Leaders
The Ohio State University

"With problem readers it is not enough for the teacher to have rapport, to generate interesting tasks and generally to be a good teacher. The teacher must be able to design a superbly sequenced programme determined by the child's performance, and to make highly skilled decisions moment by moment during the lesson" (Clay, 1993b, p. 9).

Reading Recovery teachers can determine, "the child's literacy performance," by using patterns of responding, that is, what the child mostly does in reading and writing. The child's performance informs the teaching, and close observation is the key to being able to "follow the child."

In Reading Recovery training classes, continuing contact sessions, and other professional development opportunities, teachers often talk of "following the child." Certainly that concept is appropriate in Reading Recovery, an individualized program which builds on the child's specific strengths. However, teachers need to have a clear understanding of what "following the child" means.

For example, "following the child" is not following the child to ineffective responses. If the child's only attempt at unknown words is to sound them out or to skip them, the teacher would not ignore these ineffective behaviors; rather, she would provide the child with alternative behaviors. "Following the child" does not mean following him/her to a dead end. If the child generates only short, safe stories, learning opportunities are very limited. Instead, the teacher would assist in extending the original story or engaging the child in genuine conversations that results in more interesting and complex stories.

continued on page 6

Using Patterns of Responding to "Follow the Child"

continued from front page

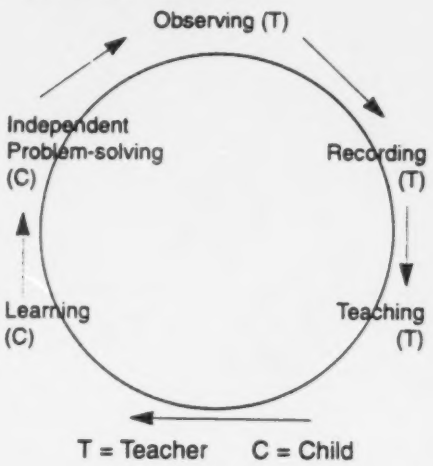
Similarly, "following the child" does not mean allowing unlimited free choice in selecting familiar books to read. If the child continues to choose books that are so easy he/she doesn't have to look at the print, or those that are not familiar enough to provide opportunities to read fluently with phrasing, the teacher would remove those books from the ones to be selected. The teacher would provide choices by carefully pre-selecting those books that best provide practice for orchestrating the range of strategies the child controls and then allow the child to choose from those.

In "following the child," the Reading Recovery teacher thinks beyond the word or book to be read or the story to be written. The teacher will make decisions based on the child's current ways of responding and provide opportunities for this child to learn.

The Role of Observation

Observation is central to the idea of "following the child." One of the assumptions upon which Clay founded Reading Recovery is, *". . . that a programme for a child having difficulty learning to read should be based on a detailed observation of that child as a reader and a writer, with particular attention to what that child can do. The programme will work out of these strengths and not waste time teaching anything already known"* (Clay, 1993b, p. 7). In other words, "following the child" means observing what the child can do, determining what the child needs to learn to do, and providing appropriate learning opportunities.

Clearly, recording observations on instructional records is critical. If the teacher does not have good records of her observations, it will be difficult to "follow the child." Additionally, thorough analysis of the records is important. Careful thinking about what the child is mostly doing, and neglecting to do, will enable the teacher to make good decisions for teaching on the run and for subsequent teaching. An on-going analysis of records is necessary as shifts in learning are recorded; this leads to shifts in teaching, since the teacher must always ask herself, "What next does this child need to learn?" The on-going process that leads to shifts in both teaching and learning over time might be viewed as the teacher observing, recording, and teaching, and the child learning, and independently problem-solving (see figure below).



The teacher observes the child reading and writing, and she records the child's behavior on the lesson records. From these recorded observations, the teacher determines her teaching priorities and teaches for strategies. The child responds to the teaching and at first may inconsistently apply the new learning but, given more opportunities, the new problem-solving behavior becomes independent; that is, the child uses strategies to problem- solve without prompts from the teacher.

Behaviors related to this shift in learning are observed and recorded and the teacher again considers what the child can do and what he/she needs to learn to do next in order to determine subsequent teaching priorities. This diagram illustrates the essential process but is not intended to over-simplify what happens over time. The process is not necessarily always in one direction; however, the diagram may be useful in supporting conversations about shifts in teaching and learning.

According to Clay, *"What the teacher will do is set some priorities as to which kinds of new learning she will attend to--just one or two things--and let the other behaviours that were incorrect go unattended at this time"* (Clay, 1993b, p.15). How does the teacher use all of her observations to come up with just a few priorities? The answer to that question may be found in the title, "Using Patterns of Responding to 'Follow the Child.'"

Observing and using patterns of responding

Patterns of responding are simply what the child mostly does. Priorities in teaching need to impact the child's current way of responding, what he/she usually does at difficulty or at error. It is not helpful to teach to what happens only occasionally or to what is under control with an occasional lapse. It is not helpful to talk only about self-corrections. To really make a difference in a child's problem-solving, the teacher will attend to the major patterns of responding, not to the exceptions. In addition, the teacher will attend to the child's processing and not just to helping the child get the word right.

The teacher will look for patterns of responding across the lesson to inform her teaching. Here, I will use running records to explore the concept in some depth, since it is in the running records that patterns of responding are most easily seen. Clay states that we can infer from the child's errors, self-corrections and comments much of what he/she is attending to. The learning work is captured in a running record (Clay, 1993).

In order to see a pattern of responding, every error and self-correction must be analyzed. A true picture of the child as a reader is not possible without a complete analysis. After all the errors are analyzed, patterns of how the cues are used and neglected can be determined. Additionally, the teacher may notice patterns such as rereading to problem-solve, appealing for help, checking to confirm, and the monitoring of errors without actually solving them. Such patterns of behavior, too, can inform the teaching.

Clay suggests that the running record be checked to detect processing problems and other potential learning points (Clay 1993b). The running records below provide examples of patterns of responses that inform the teaching priorities, in particular the child's processing problems.

What the child can do

Nicholas, the reader of *One Sock, Two Socks* (Running Record #1) can sometimes make all the cues match and sometimes search for further visual information to self-correct after using some visual information in the first attempt. He can monitor

continued on next page

continued from previous page

many of his errors and often attempts an unknown word by sounding the initial letter. (Nicholas also cross-checked on cues once and corrected both an insertion and an omission. These behaviors indicate low-level kinds of processing that are essentially under control, infrequent, and self-reinforcing for the child; there is no need to attend to them or even to note them.)

What the child needs to learn to do

Nicholas needs to initiate problem-solving beyond sounding the first letter when he comes to difficulty rather than waiting for a told. Specifically, he needs to learn to think about the story and re-read in order to search for meaning and structure cues. (Nicholas also needs to use more than the initial letter to problem-solve increasingly complex text; however, the passive mode of waiting for tolds is so critical that full attention is needed to get a shift there first.)

Analysis of errors and self-corrections

The summary at the top of this running record contains the following information:

- Mostly uses visual information, often just the first letter
- Some making the cues match (msv)
- Some searching further visual information to self correct
- Neglecting meaning and structure at difficulty.

Pattern of Responding

Nicholas consistently articulated the first sound of unknown words and waited for tolds: seven/nine errors were tolds.

Learning Opportunities

The processing problem here is of great concern because Nicholas is not often initiating problem-solving beyond articulating the sound of the first letter of the unknown word. The roles of the teacher and the child are clear. "I'll just try the first letter and then the teacher will help me." When writing about early reading behaviors, Clay stresses that the child must initiate reading work: *"Be careful not to establish a pattern where the child waits for the teacher to do the work. This is the point at which the child must learn that he must work at difficulty, take some initiative, make some links. It is the general principle that needs to be established at this time and it does not matter which types of cues the child uses"* (Clay, 1993b, p. 40).

The initiating of reading work should have been long established, but it is apparent from Nicholas' reading behavior that this pattern needs to be established or re-established now. The teacher will need to select the clearest, easiest, most memorable examples with which to establish the new response (Clay, 1993b). In this case, the new response is thinking about the story and re-reading at point of difficulty. Nicholas must initiate searching for cues and use more than a single source of information. "Children who fail to search also fail to learn how to use cues effectively and do not develop error-correction techniques" (Clay, 1991, p. 299).

After the running record, Nicholas' teacher can focus on searching for cues at point of difficulty in order to address this child's processing problem; it will be important to select powerful examples. Page 12 seems to be a good place to return to because the picture supports the meaning and the child achieved a stretch of accurate reading up to the errors. While the unknown words were told during the running record (the most neutral response on the teacher's part), the point to be made after the running record is what to do the next time there is a tricky part. "What

continued on page 12

Running Record #1 **One Sock, Two Socks** **Level 12**
Nicholas **93% sc 1:3**

One Sock, Two Socks Level 12

Pg 2 √ √ going _ r- √ √
Tim was getting ready T for school

Pg 3 Accurate Reading

Pg 4 √ √ started √ √ √ √ √ √
Then he stopped to play with his toy car

Pg 5 Accurate Reading

Pg 6 √ did sc √ √ √
Tim didn't like to hurry

√ √ √ √ - sc √ R
He put on his blue pants

√ √ √ √ √
He played with his car

Pg 7 √ √ √ √ √
Tick - tock said the clock

√ √ √ mom sc
Hurry said his mother

Pg 8 Accurate Reading

Pg 9 Accurate Reading . . .
√ played A p- √ √
He pulled - T and pulled

Pg 10 √ √ √ t- A t-
It made him tired - T

√ A √ √ √ √ √
He pushed - T his car on the bed

Accurate Reading . . .

Pg 11 s- √ √ √ √ √ √
Soon - T it will be time to go

√ √ .
to school

Accurate Reading . . .

Pg 12 √ √ under sc the sc R .
It wasn't there -

√ √ √ a- √ √
He looked all around T No sock

√ √ A u- √ √
He looked under - T his bed

√ √
No sock

Pg 13 Accurate Reading

Using Patterns of Responding to "Follow the Child"

continued from page 7

word did I help you with on this page? Try it again and if you get stuck, think about what is happening in the story and start over."

Prompting consistently for initiation of problem-solving on both the running record books and the new books for the next few days will help Nicholas move toward independent problem-solving. "Every time you get stuck, don't just sit and wait. Think about the story and quickly go back to the beginning."

Teachers may be tempted to return to *going/getting, started/stopped,* or *played/pulled* to try for self-correction. These examples represent good attempts up to the error and demonstrate that Nicholas can use more than the visual information. The priority, however, must be on the bigger pattern of not initiating problem-solving beyond sounding the first letter and not incorporating re-reading as a way to search for meaning and structure, ways of processing that may hinder the child's progress.

The self-corrections were easy ones for Nicholas and illustrate the kinds of processing that are independent and thus self-reinforcing:

The child reading to himself knows when he is more or less correct because 'one of the beautiful advantages of reading sense is that it provides its own feedback' (Smith, 1978). One way to describe this independence is that the child has learned how to work out new parts of messages for himself. He finds this activity rewarding. Once the child learns to search for cues to a word the reinforcement lies within the reading process, in the agreement he can achieve between all those signals and messages in the code. He no longer needs as much outside help to confirm whether his response is right or wrong. The activity of making all the cues fit, which is the challenge of the task, and eliminating any misfit, is rewarding to the child who succeeds. (Clay, 1991, p. 254).

What the child can do

Brittany can use all three cueing sources and mostly makes them match. She re-reads to self-correct, to confirm, and after a told. She can make multiple attempts at difficulty.

What the child needs to learn to do

Brittany needs to learn to monitor errors in which there are visual mismatches of final or medial letters. In order to self-correct errors, she needs to learn to search for further visual information (final or medial letters) after making all the cues match in the initial attempt.

Analysis of errors and self-corrections

The summary at the top of this running record contains the following information:

- Using all three cues and mostly making them match
- Neglecting final letters as visual cues.

Pattern of Responding

Consistently Brittany used all three cues in an integrated way to read this text. She did not notice errors that fit all cues but were a mismatch visually in terms of the final letters.

Learning Opportunities

To read increasingly complex text, Brittany must learn to first monitor and then search for further visual information when errors fit all three cues. The processing problem here is not the errors, but neglecting to monitor the errors. The teacher will think again about what would be the clearest, easiest, most memorable example with which to establish this new response of monitoring. "*Effective monitoring is a highly skilled process constructed over many years of reading. It begins early but must be continually adapted to*

continued on next page

Running Record #2 **Rosie At The Zoo Level 13**
Brittany **93% sc 1:5**

Rosie At the Zoo Level 13

Pg 2 Accurate Reading . . .

√ √ √ √ √ monkey
Let's go and see the monkeys

Accurate Reading . . .

Pg 3 √ √ √ √
We lifted Rosie up.

√ see √ √ √
I like monkeys said Rosie

√ √ √ √ √ lion
Let's go and see the lions

Accurate Reading . . .

Pg 4 √ √ √ √
We lifted Rosie up

√ √ √ √ √
She looked at the lion

And | R | sc √ √ √ √
It | | walked up and down

Accurate Reading . . .

Pg 5 Accurate Reading . . .

√ did | dude | R √ √ √ cried
I don't | T like lions she said

Pg 6 Accurate Reading . . .

√ she | R | sc √ √ √ √
and said | | me too me too

Pg 7 Accurate Reading . . .

Pg 8 Accurate Reading . . .

√ √ √ this thing
It lifted up its trunk

WOOOOSH | T

Accurate Reading . . .

√ √ √ √ √ sorry wash
But you did get a shower

Using Patterns of Responding to "Follow the Child"

continued from previous page

encompass new challenges in texts" (Clay, 1993b, p. 41).

Brittany needs to adapt her monitoring to incorporate more visual information than just the beginnings of words. The clearest examples to return to probably would not be *monkey/monkeys* and *lion/lions*. The only difference between the word in the text and the child's substitution is the very last letter. It is likely that this child knows about *s* as a word ending. She may read it accurately the next time without even realizing she had ever made an error. Since the goal is independent problem-solving on increasingly difficult text, the teacher will think about learning opportunities to help Brittany reach that goal. Returning to *monkey* and *lion* would not help Brittany learn more about reading complex text.

If, on the other hand, the teacher returned to *thing/trunk* or *sorry wash/shower* by asking the child to, "Try this page (or part of a page) again," and then prompted for monitoring at a high level, Brittany would be learning more about adapting her monitoring strategies. "Were you right? Try that again and think what would look right." The child would slow down a bit and check the words in terms of how they looked. Even if Brittany could not correct the error, it is important to reinforce and encourage noticing it. Self-corrections will not occur if there is no monitoring first. Clay states, *"Children must be given the responsibility to monitor their own text behaviour, guided by meaning. This mainly involves pausing on the part of the teacher or parent as if expecting the child to solve the problem or prompting them to check"* (Clay, 1991, p. 336).

In addition, it may be helpful if the teacher returned to the reading work of *did dude/don't*. Here Brittany did monitor her reading when her first attempt fit all three cues, but didn't look completely right. (She probably noticed *do*.) It would be important to praise the noticing as well as the multiple attempts even though the error was not self-corrected. In this way, the processing is being supported. *"The teacher is more concerned to reinforce how the child worked to get to the response than whether the child arrived at the precise correct response"* (Clay, 1991, p. 343).

Returning to the error *see/like* probably would not help Brittany learn more about problem-solving. This substitution is an example of an occasional lapse whereby cues were not cross-checked one against another. Brittany has a strong pattern of making all three cues match so cross-checking on cues in general has been superseded by better quality substitutions (Clay, 1993b). Brittany self-corrected her reading a few times and thus reinforced her own processing. As mentioned before, it is usually not necessary for the teacher to attend to such examples.

Analysis of processing for teacher decision-making

The detailed analysis of the above two running records is intended to illustrate the process the teacher may go through to

- determine what the child can do and needs to learn to do;
- summarize the running record;
- look for patterns of responding;
- provide learning opportunities that will move the child forward in the reading process.

A few notes of clarification seem to be in order. The sections "What the child can do," and, "What the child needs to learn to do," are examples of what the teacher may be thinking as she completes her analysis of cues used and cues neglected and prepares to write the "Analysis of Errors and Self-Corrections" at the top of the running record. The "Analysis of Errors and Self-Corrections" sections are provided as examples of the summaries at the top of the running records for these children. Notice that patterns are emerging here. It is not helpful to note every kind of error, self-correction, or cross-checking on cues (if applicable). Instead look for what the child *mostly uses* and *mostly neglects*—the patterns of responding.

The "Patterns of Responding" sections also illustrate patterns of behavior that may support or hinder processing. When analyzing running records note the presence or absence of:

- monitoring
- appeals/tolds
- re-reading before appeals/tolds
- re-reading after tolds
- re-reading to search and self-correct
- re-reading to search, no self-correction
- re-reading, no searching (repeating original error after re-reading)
- re-reading to confirm
- no re-reading to problem-solve
- no re-reading needed to problem-solve
- taking words apart
- comments about processing.

Finally, the "Learning Opportunities" sections were included to illustrate the possible rationale for selecting (and not selecting) teaching points for these particular running records. The teaching points are in the wrong order here, as they would have been selected before any detailed analysis was done. However, with hard work and experience, it is amazing how quickly teachers can select teaching points which reflect the processing problems. When analyzing the running record after the lesson, it is helpful to also think about the teaching points and the prompts used to return to them. In this way, rationales and the level of prompts can be considered and selecting future teaching points will become easier.

"The teacher has a general theory in her head about children's responding. This is a theory she should check against what she is able to observe and infer from the individual child's responding, and which she should be prepared to change if the two are in conflict. So although reading behaviours are only signals of the inner control over reading that a child is developing, they are important signals which teachers should notice and think about" (Clay, 1991, p. 233).

References

Clay, M. M. (1991). *Becoming Literate: The construction of inner control*.Portsmouth, NH: Heinemann.

Clay, M. M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Clay, M. M. (1993). *Reading Recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.

Cowley, J. (1984). *Rosie at the Zoo*: Wellington, New Zealand: P.D. Hasselberg, Government Printer, Department of Education Wellington.

Owens J. (1987). *One Sock, Two Socks*: Toronto, Canada: Gage Educational Publishing.

Smith, F. (1978). *Understanding Reading*: 2nd Edition. New York, NY: Holt, Rinehart and Winston.